

### **Session A Key Input: Lecture 3**

#### **Simple approaches that EMI teachers can take: a Case Study Huang**

*Lecture Transcript by Jim McKinley*

Hi, I'm Jim McKinley from University College London, talking with you about EMI teacher development through conducting research. And in this third of three videos, I'll be talking about simple approaches EMI teachers can take.

In the last video, I talked about action research, and in this video, I'll give you an example of conducting a case study. Action research and case study are two different designs that you can use to research your own EMI classes. They are very similar. The main action research principles observe, reflect and act can also be applied to case studies. The research involves observing a problem in your own classroom, identifying it in relevant EMI literature, investigating the problem and acting on it. What you'll see though, is one key difference in these two different processes in action research, where you introduce an intervention, then act to address the problem. With a case study, it's simply a matter of investigating to try to understand why the problem exists or persists.

The example I draw on comes from Huang in 2018, who conducted a case study in Taiwan on student resistance to EMI. The observed problem was students frequent absences, nonresponses and forgetfulness in EMI classes. The literature which would normally come in at this stage in an action research study in this case came in a bit later. I will explain.

So first, Huang went to the data collection stage. The design for the study was a qualitative multiple case study with four students. Interviews were conducted in Chinese. Stories were collected in which students wrote one story about content learning experiences in English and then class observations were conducted to supplement the interviews and stories, and each student was audio recorded. The analysis for this comes from its reconstructive analysis based on the work of Carspecken in 1996. It involved reading through the participants interviews, stories and observation notes, while recalling reasons for the accounts and making notes.

The findings at this stage then needed to draw on literature, and it was in the literature that Huang discovered this concept of learner resistance. Drawing on the work from people like Escandon in 2004 and McVeigh in 2002. The findings were that most Chinese learners resisted an unhelpful curriculum pedagogy in context, their resistance was related not simply to academic disciplines, but more importantly to a confucian heritage culture of learning. Such findings highlight learner agency in resisting actions and call for further investigation into potential learner resistance in EMI practices. Further findings were that EMI students decisions tended to be determined by feelings or short term outcomes in immediate contexts, so some possible changes. Huang considered the idea of letting students express their feelings and addressing them and offering rewards for shorter term activities.

We've come to the end of the videos. Here is the reference for the example in video three. I wish you all the best in your reflective practice as an EMI teacher.

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**References**

- Huang, Y. P. (2018). Learner resistance to English-medium instruction practices: A qualitative case study. *Teaching in Higher Education*, 23(4), 435-449.



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